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ABSTRACT

High School marks the end of adolescence and the entrance into adulthood. During his junior and senior years in high school, a young male begins to establish his individuality. This study examines high school students' perceptions of teacher effectiveness based on teachers' age and gender. The researcher focused on gender conflict between young males and young female teachers. Questionnaires were distributed to five teachers--two young females, two older females, one older male--who administered the questionnaires to 166 junior and senior level males and females in seven different classes. The results indicated that male and female students differ in their perception of young female teachers on at least four issues: (1) Teacher disciplinary practices; (2) Teacher competence; (3) Teacher effectiveness; and (4) Teacher concern for the needs of their students. Males experienced difficulties in dealing with young female teachers in the areas of discipline and authority, thus reflecting the psychological development of the male adolescent entering his pre-adult stage. However, the study revealed similar perceptions among male and female students in numerous areas, such as teacher organization, teacher respect for student, teacher being manipulated by student, and student ability to accept teacher's directions and criticism. Three appendices list the questionnaire and the response percentages. Contains 20 references. (RJM)

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GENDER CONFLICT AND BIAS IN THE SECONDARY SCHOOL: A STUDY OF JUNIOR AND SENIOR HIGH SCHOOL MALES' PERCEPTIONS OF YOUNG FEMALE TEACHERS.

BY

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A THESIS PRESENTED TO THE FACULTY OF DOMINICAN COLLEGE DEPARTMENT OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN EDUCATION: CURRICULUM AND INSTRUCTION.

RUNNING HEAD: GENDER BIAS

SAN RAFAEL, CALIFORNIA
MAY 1993

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ABSTRACT

This study examines high school students' perceptions of teacher effectiveness based on the teachers' age and gender. The focus of this study is on junior and seniors males and the possibility of gender conflict with young female teachers.

A questionnaire was given to one hundred sixty-six male and female students. The questionnaire was composed of forty statements. The forty statements were created using ten 'stem' statements completed by young female teachers, older female teachers, young male teachers, older male teachers.

Information gathered from the questionnaires indicate that junior and senior males felt a gender conflict or bias towards young female teachers in the following areas: their ability to discipline justly, their competence and effectiveness, and their understanding of students' needs.

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INTRODUCTION

The high school experience marks the end of adolescence and the entrance into adulthood. A major step in becoming an adult is creating a system of values and beliefs. During his junior and senior years in high school, at the age of approximately seventeen and eighteen, a young male begins to establish his individuality. It is at this point that he begins a separation from his family, developing his own beliefs and values apart from those held by his family. Included in the developing beliefs and values is the understanding of gender roles. During the years of transition, from late adolescence to adult, many factors are influential. These factors include the physical and psychological development and emerging attitudes toward women.

STATEMENT OF THE PROBLEM:

THIS STUDY EXAMINES THE EFFECTS OF GENDER CONFLICT AND AGE BIAS THAT MALE, JUNIOR AND SENIOR STUDENTS HAVE TOWARD YOUNG FEMALE TEACHERS. THE REPERCUSSIONS OF GENDER CONFLICT AND AGE BIAS MAY FACTOR INTO THE FORMATION OF THEIR OPINIONS OF TEACHERS' COMPETENCE AND EFFECTIVENESS.

GENDER CONFLICT IN HIGH SCHOOL INCLUDES THE DIFFICULTY JUNIOR AND SENIOR MALES EXPERIENCE ACCEPTING WOMEN IN THE POSITION OF AUTHORITY AND LEADERSHIP; THE STRUGGLE TO FIND 'GENDER ROLES' FOR WOMEN TODAY; CONFLICT OR DIFFICULTY PERFORMING EDUCATIONAL TASKS BASED ON THE DIFFICULTY YOUNG MALES HAVE IN ACCEPTING YOUNG FEMALE TEACHERS.

IN ORDER TO CLARIFY THE TERM, 'YOUNG FEMALE TEACHER,' THE FOLLOWING GUIDELINES MAY BE USED: SHE WILL BE YOUTHFUL IN ACTION AND DRESS; SHE WILL USUALLY BE A FIRST THROUGH FIFTH YEAR TEACHER, NEW TO A PARTICULAR SCHOOL; SHE WILL APPEAR TO BE CLOSER IN OVERALL IMAGE TO A YOUNG MAN'S GIRLFRIEND THAN TO HIS MOTHER; SHE WILL BE APPROXIMATELY TWENTY-TWO TO THIRTY YEARS OF AGE.

RATIONALE:

During his junior and senior year in high school, the adolescent male begins the transition into early adulthood. Levinson, 1982, explains, "As he becomes an adult he begins to define his initial choices regarding occupation, love relationships, life style and values." (160)

Among these values, the young male will begin to establish his thinking as to the role women should play in his life. His decision in this arena influences his response to female teachers, among others in his life. This transitional period of values clarification is influenced by many factors. This study will discuss factors which contribute to the development of the understanding of the role females play in the male's life. The first factor is physical: adolescent sexual development. The second factor is psychological: family relationships including father and son, mother and son, and individuation or the separation from family intimacy and control in order to establish an independent adult identity.

The values clarification and gender role understanding that happens at this transitional point in life affects the young man's relationships with most women. He carries these feelings and attitudes from home to school, from class to class. How he values women is brought forth through interaction with his peers and with his teachers. This paper examines the difference between adolescent males and females in accepting

YOUNG FEMALE TEACHERS IN THEIR ROLE OF LEADER AND AUTHORITY. PERCEPTIONS OF OLDER MALE ADOLESCENTS ARE COMPARED TO THOSE OF OLDER ADOLESCENT FEMALES.

BACKGROUND AND NEED

Family values, cultural values, and societal values blend together to create information that an individual may choose to either accept or reject. The understanding of gender roles develops as a result of all of these influences. American society has recently acknowledged sexual harassment as being wrong or intolerable. The Anita Hill/Clarence Thomas trials have created an awareness of the issue of sexual harassment that is unprecedented. Will that awareness change the experiences and influences of the individual that create gender understanding, conflict, and bias? No, but it is a beginning.

The society of a school is the developmental setting for future adult society. Adolescents enter the school with a variety of values, values created from family, culture, society and media. In order to work together, students with students, teachers with students, teachers with teachers, they must respect and value each other as human beings. Because schools are society in its' developmental stage, perhaps they are the best place to teach the value of gender acceptance and the rejection of sexual harassment.

At the classroom level, the dynamics of student and teacher relationships are taking place. Students may have preconceptions and biases towards their teachers even before they have given the teacher the opportunity to share his or her knowledge. The negative bias may emerge as an issue connected to gender and

age.

This study examines male adolescent preceptions of young female teachers. Perceptions influence attitude on the part of the young male student toward his teacher. His attitude and his ability to accept the information offered by the young female could be compromised. High school junior and senior males might have a gender conflict so strong that it affects their ability to accept young female teachers in their role of educator and leader. Psychological change as well as physical development as possible reasons for this difficulty (Levinson 1987).

The psychological changes that occur at this stage of an adolescent's life include individuation or separation from the family, psychosexual development, and development of perceptions of gender roles and bias.

The physical development includes the sexual development of the older male adolescent. He is experiencing increased sexual curiosity and desire for experimentation. Some perceptions of females include her sexuality and the role that plays in his life.

Literature Review

Psychological Issues in Family and Individuation.

Levinson (1978) discusses the stages of male development: childhood and adolescence, early adulthood, middle adulthood, and late adulthood. Each of these stages is accompanied by both physical and psychological transitions.

Between the childhood and adolescence stage and the early adulthood stage, there exists an intermediate step: pre-adulthood. The pre-adult stage typically occurs around the ages of seventeen through twenty-two. It is during this stage that the following changes occur: psychologically, the young man begins to separate from his family, develop values, goals and understanding not based solely on family lessons, but also based on his personal experience. If he were once close to his parents, it is normal that he steps back. This process is known as individuation. Intellectually, this is the peak of a man's life. Both memory and the capacity for learning are at a lifetime high and this will continue into early adulthood. Physically, the young man is at his strongest. The physical changes that occurred throughout adolescence are coming to completion. Physical strength and endurance are at their highest. His sexual development is complete and, coupled with his physical strength and endurance, is in search of activity. The new psychological individual identity of the

young man and his sexual desires create increased desire for sexual experimentation.

Demo, Small and Savin-Williams (1987) conducted a study of one hundred thirty-nine parent-adolescent dyads in order to find patterns of correlation between adolescent self esteem and parent support and interaction. The study demonstrated that family relationships, including positive communication and interaction, are crucial foundations in the creation of self esteem in a child. As the child matures however, his self esteem becomes less based on parental perceptions and interactions and more based upon his or her own self perception. The process of individuation occurs, taking the child to adolescence and then to pre-adulthood. At this stage, the adolescent becomes less willing to accept control and discipline from his parents, seeing their control in his life as a factor limiting self development. The adolescent has learned certain gender/role behaviors from the family which he will probably take with him through adulthood.

Psychological Development of Gender Role Understanding.

McBill Roberts (1991) writes about gender issues in family therapy training. The author explains that gender role ideas and gender stereotyping develop through family beliefs, cultural training and societal culture. Examples of this include the ideas that women should be considered fragile and need to be cared for by males. It is acceptable for girls to be smart as

long as they did not show up the boys. If the source of these beliefs can be understood, then young female teachers may have a clearer picture of how to offset gender bias and gender based conflict. Therapists believe that by working within counseling sessions and safe environments, issues of gender bias can be better understood and solved.

Kiecolt and Acock (1988) discuss the gender attitudes of adolescents from intact, divorced and single-parent families. The researchers analyzed information from the General Social Surveys from the years 1972 through 1986 and reported data on the topic of gender attitudes. Data was presented concerning male adolescent attitudes about females when those males came from intact families and from single parent families that had the mother as the head of the household. The study showed that male adolescents from intact families tended to have more traditional ideas as to the role of women, that of mothers and homemakers. Adolescent males from single parent families, mother as the head of the household, believed their mothers, and women in general, to be strong and capable of taking on challenges and leadership roles at home and at work. These males had less traditional views of gender roles as they had to take on many household chores and tasks once considered to be traditional female duties. This study is valuable in that it shows that a percentage of young adolescent males have more acceptance of women in leadership roles which could create for a more successsful male student/female teacher relationship.

Gender Bias and Stereotypes.

Boldizar (1991) discussed a sex typing questionnaire called the Bem Sex Role Inventory. The purpose of the study was to see if boys, grades four to six, had 'masculine' desires and behaviors and if girls had 'feminine' desires and behaviors. This study showed the pattern of development of gender attitudes and bias that can be further identified in adulthood. This study is important in that both boys and girls surveyed believed girls to be more conforming, submissive and nonassertive than boys. If this is a belief that is held through adulthood, it is understandable that men might have difficulty accepting women in leadership roles.

Martin and Smith (1990) conducted a study about the perception of teacher quality based on age and gender. In the study twenty-eight middle school children were shown actual photographs of teachers. These teachers ranged in age, 'young,' 'middle aged,' and 'old,' and were both male and female. Based on the physical appearance, age and gender, the students were asked to rank the teachers using a scale from one to five according to specific descriptors: organized, effective, creative and so on. The study showed that the students found no significant difference between teachers in the areas of motivation, communication, sensitivity and competency. However, the students did show that they felt a difference between younger and older teachers in the areas of organization and imagination.

This study is interesting for its innovative use of

photographs to determine the perception of teacher quality based on gender and age. It also deals with students that are developmentally only four to six years behind the pre-adult population included in this study.

Fleming (1983) researched the stereotypes and the truths of English teachers. The article begins with the history of women in the teaching profession. In the 1800's, the rules for teachers were many, the pay low, and the multitude of 'non' teaching chores difficult, creating a rigid figure of a teacher. The article moves to the present, discussing the roles and stereotypes of women teaching English. The number of women teaching English is much higher than men. Fleming suggests that our society has been trained to view language such as poetry, novels, theater and so on, as feminine pursuits. The English teacher's job of correcting grammar is likened to a mother teaching her child how to speak. Correcting language is therefore a woman's job. The article challenges men to take on new roles: football coach/English teacher or P.E. teacher/ English teacher in the hopes of making language not solely 'feminine' but also masculine.

This article is important in that it defines teacher roles and stereotypes. Fleming also makes an important connection between 'mother' and 'teacher.'

Bennett (1992) conducted a study at a liberal arts college among undergraduates examining the possible feelings of gender bias. Two hundred fifty-three students received questionnaires

that dealt with teacher performance and interpersonal relations. The students surveyed did not feel that one teacher was better than another based on gender. Student's responses to the questionnaires pointed to a discrepency toward male and female teachers in their interpersonal relationships between students and teachers. Students found their female professors to be 'warm' and accessible when they needed help. The male professors were seen as less helpful, less charismatic and more authoritative. Through a variety of questions, Bennett found that male students seemed to evaluate their female professors by a much higher standard in teaching ability than their male professors. The author suggests that possible reasoning behind the raised standards could be that once, academics at the university level were considered to be a primarily male dominated field.

McGrath (1992) discusses the new roles of women in schools today. This article states that women have been held to traditionally female jobs as teachers, secretaries and nurses while men have occupied the administrative positions in education. This trend is changing, and not without difficulty, as women are beginning to become principals, administrators, superintendents and so forth. Male co-administrators, in general, are having a difficult time accepting women in administration. Educated males stated that women are less effective in the front office and would be happier if they remained in teaching.

Women in administration may find that perceived gender bias by older adolescent males creates a difficult situation in discipline. The gender bias, as stated in the article, is not limited to a possible perception problem by adolescent males, but also by educated adult males.

Gutterman and Schultz (1993) discuss male attitudes about women, sexual harrassment and date rape among undergraduates at the Princeton campus. The two young men have begun a program at Princeton which causes male students to think about the role pornography, such as Playboy and Penthouse, pornographic films, and even blantantly sexual MTV, have affected their attitudes about women. Most male undergraduates admitted that their earliest sexual ideas came from "sneaking peeks" at their father's pornographic magazines. The combination of pornography and sexual development in the adolescent male aids in the creation of the stereotype of women being beautiful, sexual objects not as thinking human beings. Gutterman and Schultz have begun awareness programs to help combat the problems of sexual harrassment and date rape on their campus. The program includes small and large group discussions of both single sex and co-ed participants.

This report was interesting in that it addresses the fact that many of the stereotypes men have about women are sexually based. These stereotypes, if not acknowledged and elimininated, could be demonstrated in personal and/or professional relationships between males and females. Belief in sexually

based stereotypes are, in part, the core of sexual harassment and gender bias.

Wyss (1993) discussed the issues of sexual harassment on high school campuses in Marin County. After a series of interviews with high school girls, Wyss proved that sexual harrassment does exist student to student and teacher to student. Sexual harassment was defined by some of the students as inappropriate comments and inappropriate touching which often left the girls exceedingly embarrassed. One girl mentioned that her breasts have been poked at with pencils. Another student mentioned having her pantyhose grabbed at the crotch by a fellow male student.

The Anita Hill/Clarence Thomas trials have brought the discussion of sexual harrassment out into the open and even into the classroom. The State of California has adopted an Education Code that requires each public school to have and distribute a written policy on sexual harassment, including information on where to obtain rules and procedures for reporting accusations of sexual harassment and for pursuing remedies.

Young Female Teachers' Classroom Experience.

McLaughlin (1991) discussed the ethical responsibilities of teaching when he examined young, female, student teachers' struggles to balance caring and control in the classroom. The article focused in on one student teacher, Kerri. McLaughlin

began this study by interviewing Kerri before she began teaching in order to understand her personal goals. During her months of student teaching, the author observed and interviewed Kerri on a regular basis. A final interview was conducted when she finished her period of student teaching. The author commended Kerri for her personal goal of wanting both care and control in her classroom. However, McLaughlin noted that Kerri's care and control were not perfectly balanced. Kerri had experienced the frustration of losing the attention of the class and being out of control. The article concluded with 'typical female' student teacher errors: Wanting to be liked by the students, seeking their approval; Allowing discipline to slip out of the teacher's hands followed by 'institutional style' control and classroom management. In order to begin to solve this frequent problem, the author suggests better teacher training on school socialization.

This article is important to this study because it specifically discusses young female teachers' fears, desires and goals in student teaching and beginning teaching. Students' perceptions of young female teachers can be compared to the ideas expressed in this article.

Summary

Throughout the articles researched, the common themes of gender 'bias,' 'conflict,' and 'roles' were repeated. Sexuality and perceptions of a person's ability to perform a task based

on his or her sex seems to be impossible to ignore.

For male adolescents, the physical and psychological development, at this stage in life, are geared towards greater self understanding. Much of this understanding comes from their identity as sexual beings and the newfound desire to create their individual self. By backing away from family authority and control, they become, in part, their pre-adult self. Through the sexual growth and experimentation they begin to understand their 'maleness' and begin to decide the role females should play in their lives. Trying to understand the role of females seems to be a constant struggle from childhood through adulthood. Stereotypes, biases, and preconceptions are represented in the many articles researched in this study.

The next step is to build from this basic understanding of male adolescence by examining, through use of a questionnaire, the feelings and attitudes of junior and senior males toward their young female teachers.

PROCEDURE

The questionnaires were distributed to six teachers: two young female, two older female, one older male. One older female teacher gave the questionnaire to two different classes. The other teachers gave the questionnaires to only one class.

BALANCE:

Six college prep English classes and one college prep Spanish class were administered the questionnaire. A total of one hundred sixty-six students participated. The students were juniors and seniors.

The questionnaires were given over a five-day period. Teachers were given the questionnaires in large manilla envelopes and were asked to return them to the envelopes immediately after they were completed. The envelopes were then given to the author of the study, within the same day of completion.

SUBJECTS:

Junior and senior males and females in seven classes responded to the questionnaire. The age range was seventeen through eighteen years with 14% sixteen years old. Of the sixteen year olds, only one was male. Teachers indicated the ethnic composition of the classes as: 9% Hispanic, 5% Asian, 2% African American, and the remaining European-

American. The majority of the students were from upper or upper-middle class socioeconomic backgrounds.

ANALYSIS:

Each question was tallied with male and female responses counted separately for each class. Percentage value was then calculated.

Differences in responses were examined by comparing male responses to female.

RESULTS

This study had two methods for gathering data. The first method was through responses to a forty-statement questionnaire in which the students responded according to a five-point scale, 'strongly agree,' to 'no opinion,' and also through personal comments that they added to the questionnaire.

The following statements were analyzed:

Statement I:

I feel that young female teachers discipline their students justly.

	Male Responses	Female Responses
I strongly agree:	5.6%	8.3%
I agree:	33.6%	49.5%
I disagree:	36.6%	21.8%
I strongly disagree:	4.1%	4.3%
No opinion:	16.6%	14.6%

The perception of teacher effectiveness in the area of just discipline is greatly disparate between male and female responses. Slightly more than one third of the males agreed to this statement, 39.2%. Over one half of the females questioned, 57.8%, felt that young female teachers discipline justly.

STATEMENT II:

I FEEL THAT YOUNG FEMALE TEACHERS ARE THE MOST COMPETENT, EFFECTIVE, TEACHERS.

	MALE RESPONSES	FEMALE RESPONSES
I STRONGLY AGREE	8.3%	12.8%
I AGREE	27.1%	31.3%
I DISAGREE	39.6%	24.3%
I STRONGLY DISAGREE	11.5%	2.3%
NO OPINION	11.8%	27.8%

MALE AND FEMALE STUDENTS INDICATED A DIFFERENCE IN PERCEPTION OF YOUNG FEMALE TEACHERS' COMPETENCE AND EFFECTIVENESS. FORTY-FOUR PERCENT OF THE FEMALES QUESTIONED STRONGLY AGREED OR AGREED THAT YOUNG FEMALE TEACHERS WERE EFFECTIVE AND COMPETENT, WHILE 35.4% OF THE MALES BELIEVED THAT YOUNG FEMALE TEACHERS WERE EFFECTIVE AND COMPETENT. MALE AND FEMALE RESPONSES OF DISAGREE AND STRONGLY DISAGREE SHOWED A GREATER DIFFERENCE, ALMOST TRIPLE. DISAGREEMENT WITH THE STATEMENT WAS AS FOLLOWS: 51% OF THE MALES FELT THAT YOUNG FEMALE TEACHERS WERE NOT EFFECTIVE OR COMPETENT WHILE 26.6% OF THE FEMALES FELT THAT YOUNG FEMALE TEACHERS WERE NOT COMPETENT OR EFFECTIVE. OVER TWICE AS MANY FEMALES MARKED 'NO OPINION,' 27.8%, AS DID THE MALES, 11.8%. THIS RESPONSE 'NO OPINION' COULD BE INTERPRETED AS MALES HAVING A MORE DEFINITE OPINION WHERE FEMALES SHOWED LESS CONVICTION IN THEIR RESPONSE TO THIS STATEMENT. THIS STATEMENT APPEARED TO BE MORE HIGHLY

COGNIZANT ISSUE FOR MALES THAN FOR FEMALES.

STATEMENT III:

I FEEL THAT YOUNG FEMALE TEACHERS HAVE GREAT CONCERN FOR STUDENTS' NEEDS.

	MALES RESPONSES	FEMALE RESPONSES
I STRONGLY AGREE	20.8%	27.8%
I AGREE	32.3%	42%
I DISAGREE	21.5%	19.1%
I STRONGLY DISAGREE	6.3%	1%
NO OPINION	16.3%	18.8%

THIS STATEMENT DEMONSTRATES, ON A MORE PERSONAL LEVEL, THE BELIEFS STUDENTS HOLD ABOUT TEACHER CONCERN FOR THEM. OF THE MALES, 53.1% AGREED THAT YOUNG FEMALE TEACHERS HAD GREAT CONCERN FOR THEM COMPARED TO 69.8% OF THE FEMALE STUDENTS ON THE SAME ISSUE. MALES DISAGREED TWO TO ONE WITH THIS STATEMENT COMPARED TO FEMALES: MALES 27.8%, FEMALES 10.1%. THIS STATEMENT, WITH THE CONSIDERABLE DIFFERENCE IN RESPONSES, MAY INDICATE AN ATTITUDINAL DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS TOWARD YOUNG FEMALE TEACHERS.

THE FINAL QUESTIONS OF THE QUESTIONNAIRE REQUESTED THAT THE STUDENTS DESCRIBE THEIR BEST AND WORST TEACHER. THE STUDENTS COULD CHOOSE YOUNG FEMALE, OLDER FEMALE, YOUNG MALE, OLDER MALE.

WHEN ASKED TO DESCRIBE THEIR BEST, MOST INTERESTING TEACHER, 24.6% OF THE MALES, NEARLY ONE FOURTH, RESPONDED 'YOUNG FEMALE

teacher.' The young female teacher ranked second after 'older male teacher,' who received 31.6% of the responses. Female students ranked 'young female teacher' as their best, most interesting teacher with 39.5% thus indicating. 'Older male teacher' was ranked second receiving 1% more responses than the third ranking 'older female teacher.'

In both the male and female student responses, young female and older male ranked either number one or two, older female ranked third best and young male was considered fourth. The school surveyed does not have, by the questionnaire's definition, young male teachers, so the fourth ranking response could be considered a result of the lack of student participation with young male teachers.

Statement IV:

My best, most interesting teacher was

	Male Responses	Female Responses
young female	24.6%	39.5%
older female	23.1%	26.8%
young male	9.5%	2.4%
older male	31.6%	27.7%
no opinion	9.7%	2.1%

Statement V:

My worst teacher with whom I experienced the most difficulties was

	Male Responses	Female Responses
Young Female	16.9%	13.8%
Older Female	49.4%	45.7%
Young Male	4%	5.5%
Older Male	22.2%	29.1%
No Opinion	6%	2%

Most students selected older female and older male teachers as "their worst teacher." This information appeared to contradict the "best teacher" information. This discrepency was clarified by written comments the students added to their questionnaires. The students felt that the teacher's experience added to his or her ability to teach effectively, but that "old age," "burn out," and "being tired of teaching," created an ineffective teacher. Many students surveyed wrote additional comments strongly stating that age and gender had no direct correlation with the teacher's ability to teach. The same students seemed to answer the questionnaire with a degree of gender and age bias.

CONCLUSION

THIS STUDY WAS DESIGNED TO EXAMINE GENDER BIAS AND CONFLICT THAT HIGH SCHOOL JUNIOR AND SENIOR MALES MIGHT FEEL TOWARD THEIR YOUNG FEMALE TEACHERS. THE LITERATURE REVIEW INDICATED THAT THE JUNIOR AND SENIOR YEARS ARE IMPORTANT FORMATIVE YEARS IN THE DEVELOPMENT OF ATTITUDES AND VALUES FOR THE SEVENTEEN TO EIGHTEEN YEAR OLD MALE. PSYCHOLOGICAL STUDIES EXPLAIN THAT THE YOUNG MALE IS AT THE PRE-ADULT STAGE AND IS BEGINNING TO ESTABLISH HIS INDIVIDUALITY. AT THIS POINT HE IS DEFINING THE ROLES THAT FEMALES WILL PLAY IN HIS LIFE. THE SEPARATION FROM FAMILY, FOR INDIVIDUATION, AS WELL AS HIS EMERGING SEXUAL IDENTITY ARE STRONG FACTORS WHICH CONTRIBUTE TO THE UNDERSTANDING OF AND HIS RELATIONSHIPS WITH FEMALES.

THE STUDY SHOWED THAT HIGH SCHOOL MALES AND FEMALES DIFFER IN THEIR PERCEPTION OF YOUNG FEMALE TEACHERS ON THE FOLLOWING ISSUES: TEACHER DISCIPLINARY PRACTICES, TEACHER COMPETENCE, TEACHER EFFECTIVENESS, TEACHER CONCERN FOR THE NEEDS OF THEIR STUDENTS.

THE STUDY ALSO SHOWED THAT, IN MANY AREAS, MALE AND FEMALE STUDENT PERCEPTIONS WERE SIMILAR IN THE AREAS OF TEACHER ORGANIZATION, TEACHER RESPECT FOR STUDENT, TEACHER BEING MANIPULATED BY STUDENT, STUDENT ABILITY TO ACCEPT TEACHER'S DIRECTIONS AND CRITICISM, STUDENT WILLINGNESS TO COOPERATE WITH TEACHER, TEACHER PLACING HIGH DEMANDS ON

student, and the belief that age and gender does not greatly affect the quality and effectiveness of the teacher.

Males experienced difficulties in dealing with young female teachers in the areas of discipline and authority. This relates directly with the psychological development of the male adolescent entering his pre-adult stage.

An interesting result of the study was the fact that the young females participating in the study were more inclined to answer 'no opinion' than their male peers. The females answered 'no opinion' at a higher percentage after three quarters of the statements. A study to determine why these young women answer 'no opinion' more often than their male counterparts would be interesting.

Through student comments and the responses given to many of the statements, it may be concluded that the students understand that prejudice, or bias, based on age and gender is wrong. This enlightened view could be a result of their society opening up to communication on the issues of gender and/or age bias and conflict. In statement V, the students strong comments about age and gender having nothing to do with the quality of the teacher, make it apparent that there exists an understanding that bias based on gender and age is socially unacceptable.

APPENDIX A

The Teacher's Instructions for the Questionnaire

Dear

Thank you so very much for conducting this survey in your class. This questionnaire will serve as data for a study which will be part of my thesis. I am currently working on a master's degree in education, the thesis project is the last element of the program. With your help (doing this questionnaire) I'll(hopefully!) be able to complete my thesis and graduate from Dominican College May 15, 1993!!!

INSTRUCTIONS FOR QUESTIONNAIRE:

1. Please be sure that students check the 'sex' and fill in the age on the first sheet. Do not include name.

** 2. Please tell students to be sure to read the definitions of 'young'teacher and 'older' teacher. They are to accept these definitions and answer the questionnaire based on those definitions (not their personal definitions).

3. Please remind the students to answer these questions honestly. They should answer with their initial feeling or reaction. (This is to be used in a educational study.)

4. Let them know that you will not be reading their questionnaires. The questionnaires will be put back into the folder and then tabulated by one person.

5. Finally, while they are answering this questionnaire, please remind them that they are not to focus on you, but rather, teachers 'in general.' I am asking for their opinions because of their experience as students (they are experts on teachers!!)

That's about it! Again thank you for doing this. Please thank the students for me also!

FOR TEACHER:

What grade level is this class? _____

Is this considered a general or AP course? _____

WHAT IS THE 'NAME' OF THIS CLASS? _____

ARE YOU: MALE _____ FEMALE _____

YOUR AGE: _____ (IF YOU FEEL COMFORTABLE ABOUT GIVING IT!!)

TOTAL NUMBER YEARS TEACHING EXPERIENCE: _____

COULD YOU DESCRIBE THE ETHNIC COMPOSITION OF THIS CLASS:

APPENDIX B

STUDENT QUESTIONNAIRE
REGARDING TEACHER PERCEPTIONS

SEX: MALE _____

FEMALE _____

AGE: _____ YEARS

DEFINITIONS: (PLEASE USE THESE DEFINITIONS WHILE ANSWERING THIS QUESTIONNAIRE.)

'YOUNG' TEACHER: A TEACHER BETWEEN THE APPROXIMATE AGES OF 22 AND 30 YEARS OF AGE.

A TEACHER WHO IS IN HIS/HER FIRST YEAR TO FIVE YEARS AT A PARTICULAR SCHOOL.

A TEACHER WHO IS YOUTHFUL IN ACTION AND POSSIBLY DRESS.

'OLDER' TEACHER: A TEACHER WHO IS APPROXIMATELY 30+ YEARS OF AGE.

A TEACHER WHO HAS HAD A TEACHING CAREER OF SIX YEARS OR MORE.

A TEACHER WHO SEEMS VERY MATURE IN ACTION AND POSSIBLY DRESS.

PLEASE ANSWER THE FOLLOWING QUESTIONS ACCORDING TO YOUR PERSONAL, TRUE, FEELINGS: PUT A CHECK IN THE APPROPRIATE SPACE.

	STRONGLY AGREE	AGREE	DISGREE	STRONGLY DISAGREE	NO OPINION
1. I FEEL THAT YOUNG FEMALE TEACHERS ARE WELL ORGANIZED IN THE CLASSROOM.					

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DIS.	NO OPINION
2. I FEEL THAT OLDER FEMALE TEACHERS ARE WELL ORGANIZED IN THE CLASSROOM					
3. I FEEL THAT YOUNG MALE TEACHERS ARE WELL ORGANIZED IN THE CLASSROOM.					
4. I FEEL THAT OLDER MALE TEACHERS ARE WELL ORGANIZED IN THE CLASSROOM.					
5. I FEEL THAT YOUNG FEMALE TEACHERS DISCIPLINE THEIR STUDENTS JUSTLY.					
6. I FEEL THAT OLDER FEMALE TEACHERS DISCIPLINE THEIR STUDENTS JUSTLY.					
7. I FEEL THAT YOUNG MALE TEACHERS DISCIPLINE THEIR STUDENTS JUSTLY.					
8. I FEEL THAT OLDER MALE TEACHERS DISCIPLINE THEIR STUDENTS JUSTLY.					
9. I FEEL THAT YOUNG FEMALE TEACHERS SHOW ME THE GREATEST RESPECT.					
10. I FEEL THAT OLDER FEMALE TEACHERS SHOW ME THE GREATEST RESPECT.					
11. I FEEL THAT YOUNG MALE TEACHERS SHOW ME THE GREATEST RESPECT.					
12. I FEEL THAT OLDER MALE TEACHERS SHOW ME THE GREATEST RESPECT.					
13. I FEEL THAT YOUNG FEMALE TEACHERS ARE THE MOST LIKELY TO BE MANIPULATED BY THEIR STUDENTS.					
14. I FEEL THAT OLDER FEMALE TEACHERS ARE THE MOST LIKELY TO BE MANIPULATED BY THEIR STUDENTS.					
15. I FEEL THAT YOUNG MALE TEACHERS ARE THE MOST LIKELY TO BE MANIPULATED BY THEIR STUDENTS.					
16. I FEEL THAT OLDER MALE TEACHERS ARE THE MOST LIKELY TO BE MANIPULATED BY THEIR STUDENTS.					
17. I FEEL THAT YOUNG FEMALE TEACHERS ARE THE MOST COMPETENT, EFFECTIVE, TEACHERS.					
18. I FEEL THAT OLDER FEMALE TEACHERS ARE THE MOST COMPETENT, EFFECTIVE, TEACHERS.					
19. I FEEL THAT YOUNG MALE TEACHERS ARE THE MOST COMPETENT, EFFECTIVE, TEACHERS.					
20. I FEEL THAT OLDER MALE TEACHERS ARE THE MOST COMPETENT, EFFECTIVE, TEACHERS.					
21. I FEEL MOST COMFORTABLE RECEIVING DIRECTIONS AND/OR CRITICISM FROM A YOUNG FEMALE TEACHER.					
22. I FEEL MOST COMFORTABLE RECEIVING DIREC-					

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DIS.	NO OPINION
TIONS AND/OR CRITICISM FROM AN OLDER FEMALE TEACHER.					
23. I FEEL MOST COMFORTABLE RECEIVING DIRECTIONS AND/OR CRITICISM FROM A YOUNG MALE TEACHER.					
24. I FEEL MOST COMFORTABLE RECEIVING DIRECTIONS AND/OR CRITICISM FROM A OLDER MALE TEACHER.					
25. I FEEL THAT YOUNG FEMALE TEACHERS EXPERIENCE A LOT OF DIFFICULTY IN THEIR RELATIONS WITH STUDENTS.					
26. I FEEL THAT OLDER FEMALE TEACHERS EXPERIENCE A LOT OF DIFFICULTY IN THEIR RELATIONS WITH STUDENTS.					
27. I FEEL THAT YOUNG MALE TEACHERS EXPERIENCE A LOT OF DIFFICULTY IN THEIR RELATIONS WITH STUDENTS.					
28. I FEEL THAT OLDER MALE TEACHERS EXPERIENCE A LOT OF DIFFICULTY IN THEIR RELATIONS WITH STUDENTS.					
29. I FEEL THAT I COOPERATE WITH YOUNG FEMALE TEACHERS.					
30. I FEEL I COOPERATE WITH OLDER FEMALE TEACHERS.					
31. I FEEL THAT I COOPERATE WITH YOUNG MALE TEACHERS.					
32. I FEEL THAT I COOPERATE WITH OLDER MALE TEACHERS.					
33. I FEEL THAT YOUNG FEMALE TEACHERS HAVE GREAT CONCERN FOR THEIR STUDENT'S NEEDS.					
34. I FEEL THAT OLDER FEMALE TEACHERS HAVE GREAT CONCERN FOR THEIR STUDENT'S NEEDS.					
35. I FEEL THAT YOUNG MALE TEACHERS HAVE GREAT CONCERN FOR THEIR STUDENT'S NEEDS.					
36. I FEEL THAT OLDER MALE TEACHERS HAVE GREAT CONCERN FOR THEIR STUDENT'S NEEDS.					
37. I FEEL THAT YOUNG FEMALE TEACHERS PLACE THE HIGHEST DEMANDS ON THEIR STUDENTS.					

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DIS.	NO OPINION
38. I FEEL THAT OLDER FEMALE TEACHERS PLACE THE HIGHEST DEMANDS ON THEIR STUDENTS.					
39. I FEEL THAT YOUNG MALE TEACHERS PLACE THE HIGHEST DEMANDS ON THEIR STUDENTS.					
40. I FEEL THAT OLDER MALE TEACHERS PLACE THE HIGHEST DEMANDS ON THEIR STUDENTS.					

PLEASE CIRCLE THE APPROPRIATE DESCRIPTORS:

MY BEST, MOST INTERESTING TEACHER WAS:

'YOUNG' MALE COULD YOU ADD SOMETHING HERE:

'OLDER' FEMALE

MY WORST TEACHER, WITH WHOM I EXPERIENCED THE MOST DIFFICULTIES WAS:

'YOUNG' MALE COULD YOU ADD SOMETHING HERE:

'OLDER' FEMALE

I FEEL THAT AGE IS A FACTOR IN THE QUALITY OF TEACHER. YES/NO

I FEEL THAT GENDER (MALE/FEMALE) IS A FACTOR IN THE QUALITY OF A TEACHER (THE ABILITY TO TEACH EFFECTIVELY AND DISCIPLINE JUSTLY.) YES/NO

THANK YOU FOR YOUR ASSISTANCE IN THIS STUDY!!!

APPENDIX C

SUMMARY OF THE RESULTS OF THE QUESTIONNAIRE
MALE AND FEMALE STUDENT RESPONSES

I FEEL	S.A.	A.	D.	S.D.	N.O.
WELL ORGANIZED IN THE CLASSROOM					
1. YOUNG FEMALE TEACHER					
MALE RESPONSE	7.5%	53%	20.6%	1.5%	18%
FEMALE RESPONSE	8.3%	56%	14.8%	1.8%	15.6%
2. OLDER FEMALE TEACHER					
MALE RESPONSE	26.3%	50%	5.6%	6.5%	12.8%
FEMALE RESPONSE	25%	46.6%	13%	1%	13.1%
3. YOUNG MALE TEACHER					
MALE RESPONSE	7.3%	59%	12.8%	1.1%	18.5%
FEMALE RESPONSE	7.3%	54%	11.1%	6.3%	21%
4. OLDER MALE TEACHER					
MALE RESPONSE	25%	50.8%	9.1%	2.6%	11%
FEMALE RESPONSE	12.8%	56.8%	14.6%	3%	11.3%
DISCIPLINES JUSTLY					
5. YOUNG FEMALE TEACHER					
MALE RESPONSE	5.6%	33.6%	36.6%	4.1%	16.6%
FEMALE RESPONSE	8.3%	49.5%	21.8%	4.3%	14.6%
6. OLDER FEMALE TEACHER					
MALE RESPONSE	10.5%	40%	25.6%	5.8%	16.6%
FEMALE RESPONSE	14%	49.9%	20.6%	.8%	13.6%

	S.A.	A.	D.	S.D.	N.O.
7. YOUNG MALE TEACHER					
MALE RESPONSE	9.1%	45.1%	18.1%	5%	23.5%
FEMALE RESPONSE	5.8%	52.1%	17.1%	4.5%	19%
8. OLDER MALE TEACHER					
MALE RESPONSE	15%	50.3%	20%	5.1%	8%
FEMALE RESPONSE	7.3%	50.3%	23.6%	2%	15.5%
SHOWS ME THE GREATEST RESPECT.					
9. YOUNG FEMALE TEACHER					
MALE RESPONSE	14.6%	36.3%	21.6%	8.8%	17%
FEMALE RESPONSE	24.1%	27.1%	20%	5.6%	22%
10. OLDER FEMALE TEACHER					
MALE RESPONSE	19.3%	42%	15.6%	3%	14.1%
FEMALE RESPONSE	9.8%	33.3%	26.5%	6.8%	22%
11. YOUNG MALE TEACHER					
MALE RESPONSE	6%	43.3%	13%	4.5%	30%
FEMALE RESPONSE	12.3%	27.3%	21%	4.1%	33.8%
12. OLDER MALE TEACHER					
MALE RESPONSE	14.8%	43.3%	15.6%	9.8%	14.6%
FEMALE RESPONSE	7.6%	30.6%	27.1%	8.3%	24.8%
THE MOST LIKELY TO BE MANIPULATED BY HIS/HER STUDENTS.					
13. YOUNG FEMALE TEACHER					
MALE RESPONSE	28%	25.6%	26.8%	1.1%	17%
FEMALE RESPONSE	20.3%	29.5%	33.1%	3.8%	11.1%

	S.A.	A.	D.	S.D.	N.O.
14. OLDER FEMALE TEACHER					
MALE RESPONSE	6.8%	13.1%	41.6%	16%	19.5%
FEMALE RESPONSE	6.5%	14.5%	50.3%	15.3%	11.8%
15. YOUNG MALE TEACHER					
MALE RESPONSE	4.5%	19%	43.8%	7.8%	23.5%
FEMALE RESPONSE	10.6%	16.6%	46%	7%	18.1%
16. OLDER MALE TEACHER					
MALE RESPONSE	5%	15.6%	32.1%	27.5%	18.3%
FEMALE RESPONSE	2.3%	10.8%	57%	16.6%	11.8%
THE MOST EFFECTIVE COMPETENT TEACHER.					
17. YOUNG FEMALE TEACHER					
MALE RESPONSE	8.3%	27.1%	39.6%	11.5%	11.8%
FEMALE RESPONSE	12.8%	31.1%	24.3%	2.3%	27.8%
18. OLDER FEMALE TEACHER					
MALE RESPONSE	14.6%	38.1%	18%	14.8%	13.1%
FEMALE RESPONSE	7.3%	40%	19.1%	6.8%	25%
19. YOUNG MALE TEACHER					
MALE RESPONSE	11.1%	33%	29%	.66%	24.5%
FEMALE RESPONSE	7.6%	27.3%	29.3%	2.6%	31.8%
20. OLDER MALE TEACHER					
MALE RESPONSE	23%	31.5%	21.5%	4.8%	17.6%
FEMALE RESPONSE	10.1%	29.5%	25.5%	6.16%	27.1%
MOST COMFORTABLE RECEIVING DIRECTIONS FROM...					
21. YOUNG FEMALE TEACHER					
MALE RESPONSE	6.3%	34.6%	25.5%	15%	15.3%

	S.A.	A.	D.	S.D.	N.O.
FEMALE RESPONSE	17.6%	26.1%	25.3%	7.8%	21.6%
22. OLDER FEMALE TEACHER					
MALE RESPONSE	10.3%	30.1%	20.8%	12.1%	17.3%
FEMALE RESPONSE	14.6%	32.5%	23.5%	7.8%	20.5%
23. YOUNG MALE TEACHER					
MALE RESPONSE	8.8%	33%	17%	8.3%	31.5%
FEMALE RESPONSE	9.6%	23.6%	32.1%	4.5%	29%
24. OLDER MALE TEACHER					
MALE RESPONSE	9.3%	42.6%	17.3%	8%	20.1%
FEMALE RESPONSE	8%	30.6%	33.3%	5.8%	20.5%
TEACHER EXPERIENCES DIFFICULTIES IN RELATIONSHIPS WITH STUDENTS.					
25. YOUNG FEMALE TEACHER					
MALE RESPONSE	16.6%	28.1%	25%	8.3%	20.5%
FEMALE RESPONSE	14%	23.8%	30.8%	9.2%	19.6%
26. OLDER FEMALE TEACHER					
MALE RESPONSE	7.3%	32.5%	37.1%	9.6%	11.8%
FEMALE RESPONSE	2.3%	43.3%	33.5%	5%	15.8%
27. YOUNG MALE TEACHER					
MALE RESPONSE	3%	20.3%	47%	4.5%	21.5%
FEMALE RESPONSE	6.8%	21.6%	35.5%	9.1%	25.5%
28. OLDER MALE TEACHER					
MALE RESPONSE	5.3%	17.1%	42.8%	18.3%	15%
FEMALE RESPONSE	6%	21.8%	49.5%	3.8%	17.5%
THE STUDENT FEELS MOST COOPERATIVE WITH...					

	S.A.	A.	D.	S.D.	N.O.
29. YOUNG FEMALE TEACHER					
MALE RESPONSE	24.6%	50.1%	8.1%	3%	12.6%
FEMALE RESPONSE	29.3%	53.8%	1.8%	.66%	13.5%
30. OLDER FEMALE TEACHER					
MALE RESPONSE	20.8%	47.8%	12%	8.3%	9.8%
FEMALE RESPONSE	19.5%	48.5%	12.1%	5.1%	13.5%
31. YOUNG MALE TEACHER					
MALE RESPONSE	20%	48.1%	6.8%	3.8%	20%
FEMALE RESPONSE	22.8%	55%	4.5%	0%	16.8%
32. OLDER MALE TEACHER					
MALE RESPONSE	28.3%	43.8%	9%	4.1%	13.3%
FEMALE RESPONSE	18%	54.5%	9.3%	3.1%	13%
HAVE GREAT CONCERN FOR THEIR STUDENTS' NEEDS.					
33. YOUNG FEMALE TEACHER					
MALE RESPONSE	20.8%	32.3%	21.%	6.3%	16.3%
FEMALE RESPONSE	27.8%	42%	9.1%	1%	18.8%
34. OLDER FEMALE TEACHER					
MALE RESPONSE	15.3%	46.3%	13%	5.3%	18.6%
FEMALE RESPONSE	9.6%	47.6%	19%	25%	20%
35. YOUNG MALE TEACHER					
MALE RESPONSE	12.3%	45%	14.8%	3.8%	21.8%
FEMALE RESPONSE	15.3%	44.3%	10.3%	0%	28.8%
36. OLDER MALE TEACHER					
MALE RESPONSE	17%	43.3%	15.6%	5.3%	17.1%
FEMALE RESPONSE	10.5%	42.8%	23.8%	3.3%	18.3%

TEACHER PLACES THE HIGHEST DEMANDS ON THEIR STUDENTS.	S.A.	A.	D.	S.D.	N.O.
37. YOUNG FEMALE TEACHER					
MALE RESPONSE	13.3%	36.1%	27.8%	1.8%	19.3%
FEMALE RESPONSE	13.3%	29.5%	33.6%	1.5%	20.6%
38. OLDER FEMALE TEACHER					
MALE RESPONSE	20%	39.6%	19.1%	5%	14.8%
FEMALE RESPONSE	23.8%	38%	19.1%	1.6%	16.3%
39. YOUNG MALE TEACHER					
MALE RESPONSE	6.3%	34.8%	27%	5.6%	25%
FEMALE RESPONSE	6.5%	25%	37%	2.1%	27.8%
40. OLDER MALE TEACHER					
MALE RESPONSE	16.1%	46%	16.8%	3.3%	16.1%
FEMALE RESPONSE	20%	41%	16.8%	1.3%	19.1%

BEST TEACHER:

	YOUNG FEMALE	OLDER FEMALE	YOUNG MALE	OLDER MALE	
MALE RESPONSE	24.6%	23.1%	9.45%	31.6%	NO OPINION 9.7%
FEMALE RESPONSE	39.5%	26.8%	2.35%	27.7%	NO OPINION 2.1%

WORST TEACHER:

	YOUNG FEMALE	OLDER FEMALE	YOUNG MALE	OLDER MALE	
MALE RESPONSE	16.9%	49.4%	4%	22.2%	NO OPINION 6%
FEMALE RESPONSE	13.8%	45.7%	5.5%	29.1%	NO OPINION 2%

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